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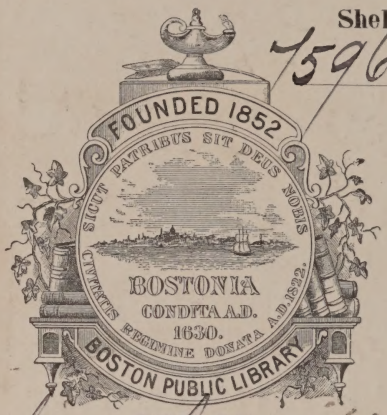

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REPORT

IN

SCHOOL COMMITTEE

ON THE

HIGH-SCHOOL EDUCATION OF BOYS.

BOSTON:
ALFRED MUDGE & SON, CITY PRINTERS, 34 SCHOOL STREET.
1870.

REPORT

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ON THE

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HIGH-SCHOOL EDUCATION OF BOYS.

BOSTON:
ALFRED MUDGE & SON, CITY PRINTERS, 34 SCHOOL STREET.
1870.

Mrs. D. M. Ross
October 1, 1894.

In School Committee, July 12, 1870.

Voted, That the Committee on the subject of the High School Education of Boys in Boston have leave to report in print.

Attest:

BARNARD CAPEN,

Secretary.

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OF THE
CITY OF BOSTON

In School Committee, Sept. 8, 1868.

Ordered, That a committee of nine be appointed, to consider the subject of establishing an Institution of Learning for graduates of the Grammar Schools, in which both English and Classical studies may be pursued. That said committee shall have public hearings, to which eminent educators shall be invited. That said committee, if they deem it expedient, shall prepare a full and liberal course of study, to be submitted to this Board, which shall include Latin and Greek, one or more modern languages, English Literature, Mathematics, Music and other sciences. That, if the need for such an institution is shown, said committee shall consider the expediency of merging in it the Latin School and the English High School, and of establishing in the new school a special course of study for those who desire to fit for a university education. That in reference to such special class training for the university, said committee shall make inquiry as to the method of teaching the ancient languages in use upon the continent of Europe, as well as in the best English and American schools.

The order was adopted.

The Chair appointed, at the meeting in October, the following as the Committee, viz.: Messrs. Burroughs, Edward D. G. Palmer, S. K. Lothrop, Merrill, of Ward 14, Underwood, Washburn, Shackford, Mason, and Dillaway.

Attest:

BARNARD CAPEN,
Secretary.

In School Committee, February 9, 1869.

Ordered, That the subject of a new Institution of Learning be taken from the table and referred to a committee of nine.

The Chair appointed as the committee the same gentlemen as were appointed to constitute the committee in October last, viz.:

Messrs. Burroughs, E. D. G. Palmer, S. K. Lothrop, Merrill, of Ward 14, Underwood, Washburn, Shackford, Mason, and Dillaway.

Attest:

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, June 22, 1869.

Ordered, That the committee on a new institution of learning be instructed to present to this Board in print, the remainder of the report of which they have given notice, on or before the thirty-first day of July; and that the report of this committee be made the special order for half-past eight o'clock, at the September meeting of this Board.

Ordered, that the committee carefully examine the High-School teaching of boys in Boston; that they be instructed to compare it with that given in other cities, and especially with the plan of the higher schools in the leading cities of France, Switzerland, and Germany.

Ordered, That this committee be hereafter known as the Committee on the High School Education of Boys in Boston.

Attest:

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, March 8, 1870.

Ordered, That the subjects referred, in the year 1868, to a committee on a new Institution of Learning, and in the year 1869, to the Committee on the High School Education of Boys, be referred to a special committee of seven.

The Chair appointed as the committee, Messrs. Washburn, Underwood, S. K. Lothrop, Shackford, Mason, Reynolds, and Monroe.

Attest:

BARNARD CAPEN,
Secretary.

REPORT.

Rooms of the School Committee, August, 1870.

The Committee on the High School Education of Boys, in fulfilment of the duties intrusted to them, hereby submit to the Board a new plan of work for the Public Latin School. The system of studies and the organization of the English High School, a second and not less important subject of inquiry, will be considered in a separate and subsequent report. That now offered proposes important changes in the plan of the Latin School; giving to the school a new and higher purpose; and embracing in the range and variety of its studies all that the best schools of our time anywhere offer. It is presented with the more confidence, that it has the assent of every member of the Committee, whatever differences of opinion may have existed among them at the outset.

Purpose of the Report.

Every opportunity has been taken to consult professional teachers in this neighborhood, and these gentlemen have given to the proposed alterations their warm approval. The Committee are convinced that the educated mind of New England is ripe for such a change in schools of this class, and they believe that the example thus set in Boston will be promptly followed in every direction, and greatly advance among us the higher interests of education.

Need of change in the Latin School.

The Public Latin School is an old school, endeared to many among us by cherished memories, and, from

its long and honorable history, an object of honest pride. It is a matter of deep regret that its prosperity does not keep pace with the development of the city. Indeed, if the boys in this school were taken to represent the whole number in this community destined to receive thorough mental culture, many a small town in New England would show a larger proportion of liberally educated men than the metropolis. The comparison becomes still more discouraging, if we bear in mind the very small number of those attending the school who gain its professed object, — preparation for college study. The statistics of the school for the past fifteen years show that only one-fifth of those who enter it complete its course and proceed to college. For that large majority, therefore, whose opportunity for mental culture ends with this school, a training in which the whole course of study is kept subordinate to this aim of preparation for college, — many important subjects of thought being ignored or but little pursued, in order to meet the requirement of Cambridge in other branches, — is surely eminently unwise.

Causes of its want of success.

Argument is not needed to show that the study of antiquity forms to-day as important a part of any plan of general culture as it ever has heretofore. That ordained succession in the development of our race, which we cannot alter, — the familiar fact that the thoughts, customs, and laws of our every-day life have been largely inherited from the earlier nations, and took their shape ages before our birth, — must forever stamp as imperfect any training which seeks

to set aside the great department of human knowledge in question. And, moreover, after full allowance is made for the scepticism now so prevalent as to the real importance of classical learning, as well as for that other tendency, which seeks to put all knowledge to the test of immediate utility, undervaluing any culture whose direct connection with success in life cannot be made evident, all the causes which prevent the full success of the school will not have been stated.

Narrowness of the course of study.

If we except the introduction of a certain amount of French into the Latin School, and some enlargement of the course of Geometry, no change in the list of studies has been made for nearly forty years. Within these forty years, nearly everything that makes the great schools of Europe preëminent, had its birth. If we contrast the amount of work accomplished in these schools with that done in our own, the narrow range of studies among us and the monotony of our teaching are most strikingly shown. Our boys enter school at twelve years, and leave it at eighteen. The age of boys entering and leaving schools of Europe is the same. The hours of school-work are in many of those schools identical with our own; and are nowhere greatly in excess of our limits.

The schoolboy in Europe.

The foreign boy, when eighteen or nineteen, has completed an ample preliminary education, and comes well prepared to the studies of an industrial or a professional career; or, it may be, to the more advanced pursuit of science or letters. As to his

Latin and Greek, while he has not neglected a most careful study of language, he has, at the age named, been made familiar with the whole range of Greek and Roman literature; has read Horace and Juvenal, Seneca and Tacitus, Lucretius and the Latin Comedies, none the less than Virgil, Ovid, and Cicero; he has studied Demosthenes and Plato, Herodotus, Thucydides, and the Tragedians, as well as his Homer; he has carefully cultivated the literature of his mother tongue; he has learned, beside it, two other modern languages; in many of the schools, and notably in the French, the whole glorious teaching of history, ancient, mediæval, modern, and contemporaneous, has been laid before him, and, skilfully interwoven with it through all the years, the study of geography; he has had a most thorough and extended course of mathematics; in the department of the natural sciences and natural history, mechanics, physics, and elementary chemistry have been carefully taught, and also botany, zoölogy, and the leading facts of geology and astronomy; music, drawing and gymnastics have, in most schools, been kept up throughout the course.

The schoolboy in Boston.

The boy who leaves our Latin School at eighteen years, finds awaiting him four other years of preliminary work before he can enter upon the special studies of his calling. In Latin, he has read, among the great authors, only Ovid, Virgil, and the orations of Cicero; in Greek, nothing but the Iliad. It would be a farce to say that he has had any real teaching in English literature, history, mechanics, or any portion

of natural history or natural science. Such great facts, even, as those of elementary astronomy, he knows by accident, if he knows them at all. In mathematics, his instruction has been notoriously weak. He has been taught no drawing or music, and, if we except his military drill, no gymnastics.

The relation of the School to Harvard College.

Two objections demand consideration. Desirable as it might be to secure for our boys an ampler education, the changes proposed are, it is urged, out of question, since the Latin School is only a preparatory training school for Harvard College, has enough to do in meeting the requirements of Cambridge, and can accomplish nothing further. In reply to this view of the case, it is enough to say, that the Committee are in many ways assured that nowhere will such an advance in school teaching be more welcome than at Cambridge; that earnest-hearted instructors there consider such a change in schools the first requisite toward a forward movement in the university itself, for the first time enabling it to undertake without embarrassment its own greater work.

Limits of Time.

The second objection appears at first sight imposing enough. As things now are, it is said, boys are "worked to death." How is it possible to find time for all this additional farrago of learning which you propose? The results of a different system of teaching seen in operation in other schools, the concurrent testimony, written and oral, of a great number of authorities who have been consulted, leave the Committee no hesitation in replying, that the inability to accomplish a wider and more varied range of instruc-

tion, is due, not to any intrinsic difficulty, but solely to the method hitherto pursued, and to the sacrifice of time which that method involves. And here it is proper to say, that the immoderate and unseasonable study of the rationale of Grammar, and especially of syntax, should, among the faults to be rooted out, hold the first place.

The plan stated.

The Committee, in now bringing forward their plan, wish emphatically to say, that the purpose of this effort is not in any sense to lower or lessen the classical teaching in the Latin School; but, on the contrary, to extend and develop that teaching, to make its range more varied, while we keep its work equally conscientious and thorough. It is idle to say that any man can attain a mastery of a language like the Latin without hard labor. The study can never become easy; it may perhaps be made more attractive. And that a scholar has not only the undoubted right to the fullest knowledge which his teacher can bring before him, but an equally unquestionable claim, that the instruction shall be made no more unattractive in form than the necessities of the case compel it to be, can hardly be matter of question. It is further the judgment of the Committee, in accordance with what they believe to be the general bent of opinion among scholars at this day, that more effort should be made than has hitherto been common anong us, to convey to the boy's mind some impression of the authors read, in their spirit and power; not permitting philological or antiquarian studies, however important, to shut out

of sight the charm of the writer's style, or the weight of his thoughts.

But while thus seeking to advance the study of the Greek and Latin classics, the Committee wish also to introduce an extended study of English literature; to add, if possible, thorough teaching of two modern languages; to provide a suitable method of instruction in History and Geography. They have been extremely anxious to strengthen and improve the Mathematical course; to give some knowledge of the Natural Sciences, including Mechanics and Physics; to teach Music to a certain extent; Drawing, very thoroughly, as the great means of training the eye and the hand; and Gymnastics, methodically, throughout the course.

This plan practicable.

As has been already stated, this amount of work is accomplished and habitually accomplished by the boys of many other cities within the years of study now established at the Latin School. A well-justified pride in our own boys forbids us to hold them inferior to any other in quickness or ability, and the city of Boston will surely see to it, that boys eager to study shall find at home opportunities and encouragement equal to any that can be obtained elsewhere.

But not without hard work.

A single fact, which has been repeatedly urged upon the attention of the Committee as that most likely to provoke opposition to the new plan, requires to be plainly set forth. The goal placed before these boys is no easy one to reach. The prize offered is nothing less than the very best preliminary education

which modern times can furnish. To gain it, implies steady, hard toil. Beyond the hours allotted for necessary and healthful play, the boy's time must be given up to his school-work. Frivolous and trifling occupations, amusements which take away the necessary hours of repose and the needed time for study, must be wholly set aside. Parents who cannot ensure this sacrifice, must be content to see their sons share the lot of those to whom Providence has denied that fair measure of bodily vigor, without which such mental labor should never be undertaken.

The Committee recommend for the school the arrangement of studies and the apportionment of school-hours, which here follows: —

Hours of school-work.

The school-hours of the first or oldest class shall be thirty in each week; those of the second, twenty-nine; those of the third, twenty-eight; and for each of the lower three classes twenty-seven; exclusive, in all classes above the fifth, of the time assigned to gymnastics and military drill.

By the term "hours" used hereafter in assigning limits for each branch of study, the Committee intend the time given to that department, whether spent in preparing for the allotted exercise or in performing it. In naming the number of hours for each branch, no attempt has been made to assign the studies to the several days of the week: that work properly belonging to the Head Master and to the Committee of the school.

Latin and Greek.

To Latin ten hours are given in the sixth class; the same number in the fifth; six hours in the fourth;

and seven in each remaining year. Greek will begin in the third year, and will have seven hours in that year and in each year after.

As to the method to be employed in teaching these two languages, the Committee cannot admit that ripe attainments in classical knowledge demand a continuous drill in the rationale of Syntax, which, for the earliest years, is of all studies certainly the most irrational. A different plan has for years been pursued in Germany; and no classical scholars in the world surpass those of that country in thoroughness, accuracy, and extent of classical acquirements. The Committee do not propose hereafter to neglect minute and thorough study of language, but only to arrange differently the period at which this work shall be made most prominent, and to keep it always in due subordination to other, at least equally important, ends. Thus it is their desire that the boy who has acquired an elementary knowledge of the paradigms, and familiarity with a few essential facts only in Syntax, shall at once begin to read easy sentences in Latin, and to retranslate into Latin sentences which have been rendered into English: that for a considerable period afterward, much time be devoted to translation through a wide range of authors, not neglecting accuracy, but deferring to a later point in his studies the minuter details of Syntax, or, if necessary, taking them up at intervals, in some passage expressly set aside for the exercise of parsing. Method of teaching them.

In the higher classes, when the pupil has acquired a considerable vocabulary, it is believed that he may

profit much by spending a portion of his time in reading authors without translation, and in occasionally committing to memory important passages. It is thought a very great evil, that boys who have read Latin for six years, should know no other writers than Ovid, Virgil, and parts of Cicero; and the Committee, while well aware that the management of details must be mainly left to the teacher and the authorized examiners, are prepared to exact that both in Latin and Greek an extended list of authors like that now submitted, shall form the basis of instruction, the more interesting passages of each writer being selected, and effort being made from year to year to cover as wide a range as the authorities of the school find with all diligence possible. In the higher classes, moreover, it may often be found profitable, to excuse a boy from some of his regular duties, in order that he may devote himself to special work, classical or other, for which he has shown special adaptation.

List of Latin and Greek authors.

The list of authors is as follows: —

Sixth Class. — Harkness's Latin Grammar; Harkness's Latin Reader; Viri Romæ; Phœdrus, fables.

Fifth Class. — Nepos; Elian, Extracts; Justin.

Fourth Class. — Cæsar, B. G.; Ovid, Metamorphoses; Quintus Curtius; Virgil, Æneid I., II. — Cicero, De Amicitiâ, De Senectute. Greek Grammar, Rudiments; Greek Lessons; Xenophon, Anabasis begun; Lucian, Dialogues; Plutarch, one life.

Third Class. — Latin Prosody; Virgil, Æneid III., IV., V., — Eclogues; Cicero, Archias, Mar-

cellus; SALLUST, Catiline; HORACE, a few odes; TERENCE, Andria, Adelphi. HOMER, Iliad; ISOCRATES, Panegyric, Athens; PLUTARCH, Morals (one part); LUCIAN, Art of Writing History.

Second Class. — Latin Verses, VIRGIL, Œneid, VI., VII., VIII., — Passages from the Georgics; CICERO, Verres, Catiline, Dream of Scipio; HORACE, Odes, Epodes, Epistles; TACITUS, Agricola; LIVY, one book; QUINTILIAN. Greek Prosody: HOMER, Iliad; EURIPIDES, Alcestis; DEMOSTHENES, Olynthiacs, Philippics; PLATO, Crito, Apologia.

First Class. — VIRGIL, Parts of Œneid; CICERO, De Republicâ; TACITUS, Annals; Livy; HORACE continued and Ars Poetica; PLAUTUS; LUCRETIUS, Extracts. Greek Verses; HOMER, Odyssey; THUCYDIDES, first book; DEMOSTHENES, Philippics, Crown; SOPHOCLES, Œdipus; ARISTOPHANES, Birds, Clouds.

English literature.

Throughout the six years, two hours of every week are assigned to the study of English literature. In this brief time it is not to be expected that any complete course can be pursued. That belongs to a university education. The Committee have aimed, after giving a pleasing narrative poem as an introduction, to make an excursion through the whole field; and they wished, in so doing, to follow the chronological order, as best showing the development of the language, and making the scholar acquainted with our literature in its original springs: but this proved impracticable from the necessity of adapting the successive parts of the course to the learner's varying age, capacity and taste. Of course

there will not be time for more than a few specimens of each prominent author. It will be doing much, however, if the student is directed to the ample sources from which he can derive amusement for his leisure hours, and acquires a habit that will illuminate and ennoble his whole life.

To carry out the plan of instruction successfully, it will be necessary that the school shall be provided with a proper number of copies of the larger works to be read. It is quite probable that a volume can be prepared to contain the shorter selections in their order.

Your Committee are of opinion that one of the Masters should take sole charge of this department, that he may be able to give to the study a living interest, — an interest never reached in schools where the overtaxed master merely listens to an unappreciating repetition of words. They also advise that not more than fifteen or twenty pupils at a time should take part in the exercise.

With this brief explanation, they submit a list of authors and selections, premising that very much of the detail must be left to the judgment and taste of the master. When a work is mentioned, it is intended that the whole shall be read, unless the contrary is stated.

List of English authors.

Sixth Class. — SCOTT, "The Lady of the Lake"; Visit of Jeanie Deans to the Queen, from "The Heart of Mid-Lothian"; The storming of Front-de-Bœuf's Castle, from "Ivanhoe." GOLDSMITH, "The Vicar of Wakefield"; "The Deserted Village";

"The Hermit." CAMPBELL, "The Battle of the Baltic"; "Lochiel"; "The Soldier's Dream." WORDSWORTH, "We are Seven." COWPER, "John Gilpin." TENNYSON, "The Charge of the Light Brigade." LEIGH HUNT, The story of Rhœcus, from "The Indicator," Ch. LII.; "My Books," from the same, Ch. LXIII.; "The Graces and anxieties of Pig Driving," from "The Companion," Ch. IX.

Fifth Class.—Ancient English Ballads. STERNE, The Story of Lefevre, from "Tristram Shandy"; "The Starling." MRS. THRALE, "The Three Warnings." BEATTIE, "The Minstrel." COWPER, "Pairing Time Anticipated." HAWTHORNE, Selections from "Twice-Told Tales"; "The Gray Champion"; "David Swan"; "A Rill from the Town Pump"; "Peter Goldthwaite's Treasure." TENNYSON, "The Miller's Daughter." LONGFELLOW, "Evangeline"; Selections from "Voices of the Night." MORRIS, "The Man born to be a King," from "The Earthly Paradise." HAZLITT, "On the Ignorance of the Learned," parts of Ch. V. of "Table Talk."

Fourth Class.—GRAY, "Elegy written in a Country Churchyard"; "The Progress of Poesy"; "On a favorite cat drowned in a tub of gold fishes"; Ode, "*Ruin seize thee, etc.*" ADDISON AND OTHERS, From "The Spectator," Nos, 106, 112, 116, 157, 159, 223, 499, 575, 631, 635. MOORE, "Lalla Rookh." BURNS, "Epistle to Davie"; "Epistle to a Young Friend"; "To a Mouse"; "To a Mountain Daisy"; "To Mary in Heaven"; "For a' that." IRVING, Selections from "The Voyage"; "The Legend of Sleepy

Hollow"; "Rip Van Winkle." BRYANT, "To the Evening Wind"; "To a Waterfowl"; "Thanatopsis." HOOD, "The Bridge of Sighs"; "The Song of the Shirt"; "*I remember, I remember*"; "Faithless Nelly Gray"; "Parental Ode to my Son"; "Morning Meditations." HAWTHORNE, Selections from "Mosses from an Old Manse," Parts of a description of the Manse; "A Virtuoso's Collection"; "Rappaccini's Daughter." SHELLEY, "To a Sky Lark"; Introductory Portions of "Queen Mab." ROGERS, "Ginevra," from "Italy."

Third Class. — MILTON, "L'Allegro"; "Il Penseroso." POPE, "The Rape of the Lock"; "The Universal Prayer." IRVING, Selections from the "History of New York," Book III., Ch. 1, Book V., Ch. 8. THOMSON, "A Hymn"; "*These, as they change*," *etc.* COLLINS, "Ode to Evening"; "The Passions"; "*How sleep the brave*," *etc.* PRESCOTT, Selections from "Philip II."; "The Battle of Lepanto"; "The Siege of Malta." COLERIDGE, "The Ancient Mariner"; "Mont Blanc"; "Genevieve." KEATS, "Ode to a Grecian Urn"; "To a Nightingale"; "To Autumn." BURKE, "Letter to a Noble Lord." WORDSWORTH, "*She was a phantom of delight*"; Parts of "Ode on the Intimations of Immortality." HOLMES, Selections from "The Autocrat of the Breakfast Table," pp. 105–111, 111–119, 127–129, 189, *et seq.* TYNDALL, On the Influences of the Sun, from "Heat as a Mode of Motion," p. 446, *et seq.*

Second Class. — MILTON, "Lycidas"; Selections

from "Comus." POPE, Selections from the "Essay on Man." DRYDEN, "Ode for St. Cecilia's Day"; "Alexander's Feast." SPENCER, Stanzas from first book of "The Faerie Queene." THACKERAY, Selections from the "Four Georges," and from "The English Humorists"; Sketch of Irving and Macaulay in "The Roundabout Papers." LAMB, From the Essays of Elia"; "Blakesmoor in H—— Shire"; "A Dissertation on Roast Pig"; "Imperfect Sympathies"; "Distant Correspondents." TENNYSON, "The Passing of Arthur"; "Ode on the Death of Wellington"; Songs from "The Princess." LOWELL, "The Vision of Sir Launfal"; "Harvard Commemoration Ode"; Selections from "Fireside Travels." WHITTIER, "Burns"; "The Last Walk in Autumn"; "Evening by the Lake Side"; Selections from "Snow Bound." RUSKIN, Selections from "Modern Painters," Vol. I, pp. 8, 55, 152, 153, 201, 202, 259–261. SHAKSPEARE, "Julius Cæsar"; "As You Like It."

First Class. — MACAULAY, Part of the Essay on "Milton"; Selections from "The Roman Ballads." JUNIUS, "Letter to the King." EMERSON, "Nature," from the "Miscellanies"; "The Snow Storm"; "The Humble Bee"; Selections from "May Day." MARVELL, "Thoughts in a Garden." GEORGE HERBERT, "Sunday"; "Virtue"; "Man." BYRON, Selections from "Childe Harold," Stanzas to Athens, Canto II.; Battle of Waterloo, Canto III.; The Alps, the same; Apostrophe to the Ocean, Canto IV. CARLYLE, Essay on "Burns"; Essay on "Voltaire."

ROBERT HALL, Parts of Sermon on the death of the Princess Charlotte. CHANNING, Parts of the Essay on "Napoleon." BEN JONSON, "To the Memory of Shakspeare" (No. XII. of Miscellanies). BACON, Essays, Nos. XXII., XXXV., XLVI., L., LVI. SHAKSPEARE, "The Tempest"; "Macbeth."

History and Geography.

To the study of History, with Geography, two hours in every week are assigned throughout the course. No branch of study is so well fitted to supply to a boy the defects of his own limited experience, to enrich, strengthen, and ennoble his mind and character as History, in the hands of an able and enthusiastic teacher. In a school of this class, history should be taught in no disjointed and fragmentary manner, but on a broad and generous plan. Simple in its lessons to the younger boys, concerning itself rather with the great outlines, and illustrating its truths with personal and biographical details, it should reach with the older scholars to a consideration of causes at work, and the connection and interdependence of events. Should an additional year of advanced study be hereafter established, History might profitably, be made to include, as in the French schools, the study of our own times. The course of Historical teaching prescribed for the schools of France, which receives from all who examine it unconditional praise, appears to your Committee the best model for our imitation, provided only that the history of France itself be made relatively less prominent. In connection with History, Geography ought to be thoroughly taught in more minute detail with

each year of advancement, and in such order as to illustrate the Historical studies. Your Committee consider the attempt often made to leave these two subjects to be incidentally taught by masters mainly interested in classical instruction, to be a grave mistake, inevitably resulting in the almost entire neglect of these departments.

The following statement gives the outlines of the course prescribed for these studies and its distribution through the several years. The question whether text-books shall be used, and if so, what text-books, is left, with all remaining matters of detail, to be decided by others. The programme of the course of History in the Lycées of France is commended to the teacher as a suitable model. He is expected to cover in his instruction the whole range of such a plan.

Sixth Class. — Ancient History of the East. Geography of that part of modern Asia, corresponding to the Asia known to the ancients, between the Mediterranean and the Indus. Geography of the other countries of Asia.

Fifth Class. — History of Ancient Greece. Geography of Southern and Western Europe corresponding to the Europe known to the ancients. Geography of the other countries of Europe. Geography of Northern Africa, corresponding to the Africa known to the ancients. Geography of the other countries of Africa.

Fourth Class. — History of Ancient Rome. Revision of Modern Geography of Asia, Europe, and Africa. Geography of America and Oceanica.

Third Class. — History of the Middle Ages, from the fifth century to the fourteenth. Physical and Political Geography of Europe in detail thoroughly.

Second Class. — History of the middle ages and of modern times, from the fourteenth century to the middle of the seventeenth. Physical and political geography of Asia, Africa, America, Oceanica, in minute detail.

First Class. — Modern History from the date of the accession of Louis the Fourteenth of France. Review of previous geography. Geography in relation to climate, soil, production, manufactures, commerce. Cosmography.

Modern Languages.

To the department of modern languages three hours are assigned in the second year, when the study of French begins. The same number of hours is continued in each year till the sixth, when four hours are allotted to this branch. In the third year one half of the time given to modern languages is devoted to the study of some branch of natural science, through the medium of a French translation, and one third of the time in the fourth year is to be similarly employed. In the fourth year and subsequently, the scholar may pursue German if he so elect.

Fifth Class. — Otto's Grammar, first part, transcribing on the black-board part of each exercise.

Fourth Class. — Le Grand Père, or some selected French author to be read, and the rules in the second part of Otto, to be applied in the course of

the reading lesson. The recitations from the French treatise on Natural Science to be made in English, with occasional practice in writing on the blackboard sentences from the original.

Third Class.—In case the pupil undertakes in this year the study of German, he should begin with Krauss's Grammar, the first or etymological part, with suitable exercises in translation. In French, he should read selections from the best standard comedies, and be made to commit and recite the most striking passages, and should also be exercised in writing on the black-board. The same course is to be pursued in reciting from the French treatise on Natural Science as during the previous year.

Second Class.—In German, the exercises in Krauss to be continued with reading and translating from an appropriate reading book. In French, there should be original French composition; easy conversational French should be required during the exercises, and some French classic, as Racine, Corneille, Moliére, or Rousseau, is to be read.

First Class.— In French, original compositions and exercises in conversation to be continued, with reading in French classics, or in some modern French historical or scientific work. In German, reading from the best modern prose writers and poets.

In the Sixth and Fifth, and also in the Third and Second classes, four hours during each week are given to Mathematics: three hours being assigned to this branch in the Fourth Class; and five hours

Mathematics.

being allowed to it, with the addition of Book-keeping, in the First Class. The Committee consider it indispensable that this department should be for the present placed in charge of a special teacher, who shall be responsible for the mathematical teaching in all the classes, and receive from the master in each room such aid as he may request.

Sixth Class. — [Sept. to Feb.] Review of Arithmetic, Eaton's Arithmetic and Crittenden's calculations. [Feb. to July.] Elementary Algebra through Simple Equations with one unknown quantity. Ray's Elementary Algebra.

Fifth Class. — [The entire year.] Elementary Algebra. Elimination pure and complete; Quadratics; Trinomial Equations; Calculus of Radicals; Inequalities; The Binomial Theorem; Ray.

Fourth Class. — [The entire year.] Plane Geometry. Chauvenet's Elementary Geometry.

Third Class. — [Sept. to Feb.] Pure Algebra begun. Simultaneous Quadratics, Generalization; The Problem of the Couriers; The Problem of the Lights; Involution and Evolution; General Theory of Exponents; Loomis's Algebra. [Feb. to July.] Algebraic Doctrine of Logarithms, including Fundamental properties and practice. Loomis, supplemented by Bremiker's Logarithmic Tables. Plane Trigonometry begun. Chauvenet's Trigonometry.

Second Class. — [Sept. to Feb.] Plane Trigonometry finished. Chauvenet. Applications to heights and distances, mensuration, etc. [Feb. to July.] Solid Geometry; Chauvenet's Elementary Geometry.

First Class. — [Sept. to Feb.] Spherical Trigonometry; Chauvenet's Trigonometry; Review of Trigonometric Formula. [Feb. to July.] Higher Algebra; Loomis. Theory of Indeterminates of the Infinite and the Infinitesimal of Imaginary Quantities. [Feb. to July.] Discussion of the Quadratic Roots, Permutations and Combinations; Indeterminate Coefficients; Sines. Demonstration of the Binomial Theorem; Outline of the Theory of Equations, Exponential Functions, and the Logarithmic series; Reviews in Arithmetic, including the metric system.

Natural History and the Natural Sciences.

To Natural History and the Natural Sciences, in the sixth, fifth, and third classes, one hour in each week is given; in the fourth class, one hour and a half; and in the second and first classes, two hours in each week. During the fourth and fifth years, instruction is provided by means of a French treatise.

In the introduction of Natural Science and Natural Philosophy into the course of study, the object has been to give such elementary instruction as is absolutely essential to every person of ordinary education. Much can be done to awaken the dormant powers of observation, and impart the needed knowledge of facts, and of natural processes and laws, by a systematic course, pursued even an hour or two in each week, for six successive years. The course has been laid out with the fact in view, that a part of the pupils will obtain here all their knowledge of these studies, while a part will pursue them hereafter in their college curriculum.

The course prescribes, for the Sixth Class, Zoölogy or Natural History, and the manifestations of animal life, chiefly by oral lessons of one half hour each, twice a week.

For the Fifth Class, Geology two terms during the winter, and Botany two terms in spring and summer, in two lessons of one half hour each week, with Dana's and Gray's text-books, but relying chiefly on specimens and collections.

For the Fourth Class, Geology and Botany, as in the previous year, with two lessons of three quarters of an hour each week.

For the Third Class, Physical Philosophy and Mechanics, to be studied in a French text-book, one hour each week.

For the Second Class, Physics and Mechanics, and Astronomy in French, two hours each week.

For the First Class, Astronomy and Chemistry, two hours each week.

In this course, limited as it necessarily is, much may be done to excite the curiosity, to convey the knowledge of universal laws and principles, to furnish the general nomenclature of the principal sciences, and lay the foundation for successful prosecution of any favorite study, whatever may be the business or vocation of active life.

Other branches of Study.

In the Sixth class, two hours are allowed for penmanship. Music and vocal culture have two hours in the Sixth class; in the Fifth and Fourth classes one hour and a half: and are afterward an optional study. Drawing has, in the lower three classes, a

similar allotment of hours; and has one hour in both the Third class and the Second. For Gymnastics and Military Drill one hour is assigned throughout the course: but after the first two years this hour is in addition to the regular school-hours of the week.

Music, Drawing and Gymnastics are to be taught under the supervision of appropriate Committees.

An added Year.

It will be noticed that in the course, as now described, no provision is made for the study of Logic, or of intellectual and moral Philosophy; that there is no school period, in which authors are grouped together in reference rather to the truths taught by them than to their graces of style and expression. It will be question for future consideration, whether a single year, from eighteen to nineteen, ought not to be added for this class of studies, or whether it will be more wise to encourage boys who so wish, to pursue these subjects one year at a University, before beginning their professional or special training.

The Committee offer for the consideration of the Board a new series of regulations for the Public Latin School; embodying in these rules provisions in regard to the number and grade of teachers, the terms of admission, frequent examination, and the system of promotion, which they deem of great importance to the welfare of the school. To avoid unnecessary repetition, these suggestions do not appear in the report itself.

CHAPTER XIII.

Regulations of the Public Latin School.

Purpose of the School.

SECTION 1. The purpose of this school is to give thorough general culture to boys intending to pursue the higher branches of learning, or preparing for professional life.

Teachers.

SECT. 2. This school shall be taught by a Head Master and as many Masters as shall allow one instructor for every thirty scholars. For the next six years two Masters beside those just mentioned, shall be appointed, of whom one shall have the whole charge of the mathematical course, and give if possible the instruction in the Natural Sciences; while the other shall be teacher of History and Geography, and take charge of the course of English Literature. These instructors shall perform their duties in the respective rooms, in presence of the Master of each room, and shall receive from him any aid which they may request. A special teacher shall be appointed for each of the modern languages taught, and special instruction shall be provided in drawing, in music, and in gymnastics, under the supervision of the appropriate committees.

Requirements for Admission

SECT. 3. Each candidate for admission must be at least twelve years old; he must be able to read English correctly and fluently, to spell all words of common occurrence, and to write well and readily from dictation; must understand Mental Arithmetic, the

simple rules of written Arithmetic, with reduction and fractions, both vulgar and decimal; must be able to explain the terms most used in Geography and to state the leading facts; and must have a sufficient knowledge of English Grammar to parse common prose.

Time of Examination for Admission.

SECT. 4. Candidates for admission shall be examined only on the Friday and Saturday preceding the beginning of the Fall Term.

Classes and Divisions.

SECT. 5. The school shall be divided into six classes. The Master and the Chairman of the Latin School Committee may together establish any needed subdivisions.

Hours of School-work.

SECT. 6. The school hours shall be, for the lower three classes, twenty-seven in each week; for the third class, twenty-eight; for the second, twenty-nine; and thirty for the first class; excluding, in all classes above the fifth, the time devoted to gymnastics and the military drill.

Examinations and mode of Promotion.

SECT. 7. The school course shall last six years. A daily record of each boy's school-work shall be kept. Once in every three months the Head-Master, together with the Master in each room, shall examine the boys in that room. This examination shall occupy not less than an entire school-day, and the result in the case of each boy shall be matter of record. At the close of every school year the results of each boy's daily work shall be added to those of the four quarterly examinations. Those boys only who have attained a definite measure of success, to be from time to time determined by the joint vote of

the Head Master and the Committee of the school, shall have a right to enter the next higher class; but boys who have remained an entire year without the desired promotion, may be advanced with their companions entitled to promotion, in the proportion of one of the former to three of the latter; unless the negligence of any such pupil has been gross and extreme; and in this class of cases promotion is forbidden.

Midway Examination.

SECT. 8. Candidates for advancement from the fourth class to the third, shall pass an examination before the Head Master of the school, a Master designated by the Head Master, and a person invited by the Committee of the school, for whose service due remuneration shall be provided by the Board; which examination shall be both written and oral, and shall continue not less than three school days. Boys failing at this examination in two successive years shall not remain members of the school.

Leaving Examination.

SECT. 9. At the close of the last school year an examination shall take place before the Head Master and six other persons invited for the purpose by the committee of the school, for whose services the board shall provide due remuneration, to try the readiness of each boy for university studies. This examination shall be with great care arranged to test the real acquirements of the scholar; no special adaptation of his studies in the weeks preceding shall be permitted; all possible sources of discomfiture and embarrassment shall be watched and removed; and the examiners are required to pronounce each candi-

date either Prepared or Not Prepared, no other terms being allowed. To those Prepared a suitable diploma shall be given.

Sect. 10. The studies pursued in the several years of the course, and the list of authors used, are here given.

Sixth Class. — Harkness's Latin Grammar (Rudiments); Harkness's Latin Reader; Viri Romæ; Fables of Phœdrus; Scott, Goldsmith, Campbell, Wordsworth, Cowper, Tennyson, Leigh Hunt; Ancient History of the East; Review of General Geography; Geography of Asia; Arithmetic reviewed and completed, Eaton's Arithmetic, Crittenden's Calculations; Elementary Algebra through Simple Equations, one unknown quantity; Ray's Elementary Algebra; Zoölogy; Drawing; Penmanship; Music; Gymnastics.

Fifth Class. — Nepos; Elian, Extracts; Justin; Old English Ballads; Sterne, Mrs. Thrale, Beattie, Cowper, Hawthorne, Tennyson, Longfellow, Morris; Hazlitt; History of Ancient Greece; Geography of Europe and Africa; Otto's French Grammar, first part with exercises; Elementary Algebra, to the Binomial Theorem, Ray; Geology (winter); Botany (spring and summer), Dana and Gray, with specimens; Drawing; Music; Gymnastics.

Fourth Class. — Cæsar, De Bello Gallico; Ovid, Metamorphoses; Quintus Curtius; Virgil, Æneid I. II. — Cicero, De Amicitiâ; De Senectute; Greek Grammar (Rudiments); Greek Lessons; Xenophon, Anabasis begun; Lucian, Dialogues; Plutarch,

one life; Gray, Addison, Moore, Burns, Irving, Bryant, Hood, Hawthorne, Shelley, Rogers; History of Ancient Rome; Revision of Geography of Asia, Europe and Africa; Geography of America and Oceanica; Le Grand Père, with applications of Syntax; Exercises in translating and writing from a French treatise on Natural Science; Plane Geometry; Chauvenet's Elementary Geometry; Geology and Botany, as in previous year; Drawing; Music; Gymnastics.

Third Class. — Latin Prosody; Virgil, Æneid III., IV., V., — Eclogues; Cicero, Archias, Marcellus; Sallust, Catiline; Horace, a few odes; Terence, Andria, Adelphi. Homer, Iliad; Isocrates, Panegyric, Athens; Plutarch, Morals (one part) Lucian, Art of Writing History; Milton, Pope, Irving, Thomson, Collins, Prescott, Coleridge, Keats, Burke, Wordsworth, Holmes, Tyndall. History of the Middle Ages, from the fifth century to the fourteenth; Physical and Political Geography of Europe in minute detail; French Comedy; Translation; Recitation; Writing French; Exercises in translating and writing from French Scientific Treatise; Krauss's German Grammar, with Exercises in German; Pure Algebra begun; Algebraic Doctrine of Logarithms; Loomis's Algebra; Bremiker's Logarithmic Tables; Plane Trigonometry begun; Chauvenet's Trigonometry; a French Treatise on Physical Philosophy and Mechanics; Drawing; Music (optional); Gymnastics.

Second Class. — Latin Verses; Virgil, Æneid VI.,

VII., VIII., — Passages fron the Georgics; Cicero; Verres, Catiline, Dream of Scipio; Horace, Odes, Epodes, Epistles; Tacitus, Agricola; Livy, one book; Quintilian; Greek Prosody; Homer, Iliad; Euripides, Alcestis; Demosthenes, Olynthiacs, Philippics; Plato, Crito, Apologia; Milton, Pope, Dryden, Spencer, Thackeray, Lamb, Tennyson, Lowell, Whittier, Ruskin, Shakspeare; History of the Middle Ages, and of Modern Times, from the fourteenth century to the middle of the seventeenth. Physical and political geography of Asia, Africa, America, Oceanica, in minute detail; Racine, Corneille, Molière, Rousseau; French Essay; Conversation in French; Krauss's Grammar, with German Reader; Plane Trigonometry finished, with applications; Chauvenet, Solid Geometry; Chauvenet's Elementary Geometry; Physics; Mechanics; Astronomy (French Treatise); Drawing; Music (optional); Gymnastics.

First Class. — Virgil, Parts of Æneid; Cicero, De Republicâ; Tacitus, Annals; Livy; Horace continued, with Ars Poetica; Plautus; Lucretius, Extracts; Greek Verses; Homer, Odyssey; Thucydides, first book; Demosthenes, Philippics, De Coronâ; Sophocles, Œdipus, Aristophanes, Birds, Clouds; Macaulay, Junius, Emerson, Marvell, George Herbert, Byron, Carlyle, Robert Hall, Channing, Ben Jonson, Bacon, Shakspeare; Modern History, from the accession of Louis the Fourteenth of France; Geography reviewed; Geography in relation to climate, soil, manufactures, commerce; Cosmography; French, as in previous year, a French Historical, or

Scientific author; German prose writers and poetry; Spherical Trigonometry; Chauvenet's Trigonometry; Review of Trigonometric Formulæ, Higher Algebra, etc.; Loomis's Algebra; Chemistry; Astronomy; Music (optional); Gymnastics.

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